**Planning for Learning**

Hurst-Euless-Bedford ISD

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**Focus Questions**

* *How do I use proficiency and performance guidelines to advance student learning?*
* *What are the elements of a standards-based thematic unit?*
* *How do I assess performance and give feedback?*
* *How will I work with authentic text to develop performance in the modes of communication?*

**Part 1** — Brief review and discussion to clarify guiding principles for curriculum design

The what and how well of curriculum design:

* Proficiency and Performance
* Thematic Unit Design – Living in the City/The Faces of Me
* The Modes of Communication

**Part 2** — Performance Assessment in the three modes of communication

* Interpretive Mode
  + Performance and Feedback
  + Use of IPA Comprehension Guide and Rubrics
* Interpersonal Mode
  + Impact in gradebook
  + Use of performance rubrics
* Presentational Mode
  + The writing process
  + Accuracy and Error Correction
  + Performance and Feedback

**Part 3** — Working with authentic text to develop proficiency

* Capturing learner interest
* Creating a global mindset
* Connecting to performance assessment
* Within the context of a lesson